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ABSTRACT

The Centennial School District in Warminster, Pennsylvania, implemented its Two-Year Developmental Kindergarten Program in order to provide education for children identified as "developmentally not ready" for traditional school placement. This document describes the kindergarten program and the process of identifying children for admission to it. Statistics on participation, a brief discussion of problems encountered, and test results which indicate the success of the program are presented. Articles in support of developmental placement are included. (PCB)

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CENTENNIAL SCHOOL DISTRICT

Two-Year Developmental Kindergarten Program

1987 ASCD Annual Conference

Special Session

Monday, March 23, 1:00 - 2:00 P.M.

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CENTENNIAL SCHOOL DISTRICT

DEVELOPMENTAL KINDERGARTEN PROGRAM

I. WHY WAS THE DEVELOPMENTAL KINDERGARTEN PROGRAM IMPLEMENTED?

A. Nationwide, the Gesell Institute for Child Development has published research that estimates that 35 - 40% of school-aged children are "overplaced" in their school setting. This means that a significant portion of the nation's school children are placed in a setting that is beyond their "comfort" level specific to academic, social and/or emotional needs. The result of overplacement is evidenced by the identificational students who

- withdraw
- become frustrated
- fail
- perform at minimal levels throughout their school career.

B. The end result of overplacement has contributed (but is not the only cause) to serious problems that are endemic to our society such as emotional problems, drug abuse and suicide. How often have we heard the young adult or youth in trouble infer that he couldn't meet the expectations of parents, school and/or his social peers? These expectations to succeed are thrust on a child prior to school entry. When a child enters the institution of the school, yet another set of "expectations" confronts him.

C. Centennial's student population is consistent with the national norms. Prior to the implementation of the developmental kindergarten program, teachers, administrators and parents expressed (in different ways) their feelings relevant to students who demonstrated frustration and lack of success in the school setting. In many instances, children were labeled as "immature". A better label for such a child is to identify him as "developmentally not ready" for the formal school experience. Thus the need to implement a program for the "developmentally not-ready" student.

II. WHAT IS THE PHILOSOPHY OF THE DEVELOPMENTAL PROGRAM?

A. The foundation for a developmental program is the belief that children should start school on the basis of their developmental age rather than their chronological age.

> CHRONOLOGICAL AGE is merely the number of days a child has lived since birth.
>
> DEVELOPMENTAL AGE is the physical, neurological, social, emotional and intellectual growth changes which have occurred within a particular child. These changes are unique to him and make him

different from every other child. (All children mature at slightly different rates. A child's developmental age may or may not correspond with his or her chronological age.)

B. Essential elements of a developmental program are that:

1. SCHOOL SUCCESS is based more on developmental age than chronological age, intelligence, reading ability or previous learning experiences.

2. MATURATION is controlled chiefly by genetic and constitutional factors.

3. ENVIRONMENTAL FACTORS such as educational stimulation, tutoring and pre-school can support and enhance growth, but they cannot hurry nor can they change the maturation of a child.

4. OVERPLACED CHILDREN are those children who go to school before they are developmentally ready. (Overplaced children do not catch up!)

5. Teaching, tutoring and training won't make an overplaced child developmentally ready for the next grade.

6. DEVELOPMENTAL CLASSES (a class before kindergarten or a class before first grade) give children the extra time they must have for maturation (development) if they are to be successful in school and as a total person. (Children in developmental classes are generally normal children with average or above average intelligence - some of them are gifted.)

7. DEVELOPMENTAL PLACEMENT is simply allowing the child another year before pushing him on into an even more difficult situation.

8. DEVELOPMENTAL PLACEMENT is not "holding a child back". Children will learn and progress - usually much better than ever before.

9. DEVELOPMENTAL PLACEMENT is not "repeating". When the developmentally placed child enters the first grade, he is better able to perceive and understand learnings at a more mature level.

10. DEVELOPMENTAL PLACEMENT is not "failing". Potentially overplaced children are simply being "correctly" placed in school.

11. The KEY to placement is the PARENT, TEACHER AND SCHOOL ADMINISTRATION working together. When they are in agreement that developmental placement is best for the child, feel

positive about their decision, understand that the child is not to blame, and anticipate that all concerned will be happier, it is very difficult for the child to feel unhappy.

12. A child's disappointment, if any, at being placed in a two-year program is soon forgotten when he is correctly placed and begins feeling more comfortable. (Developmental placement generally enhances a child's self-concept, while overplacement usually destroys it.)

13. Contrary to popular belief, "most" children don't tease others about their placement in school. The few who do can be easily discouraged by the simple reply from your child, "This is what my parents wanted for me."

14. Parents are not giving children a chance when they place them in a situation for which they are not developmentally ready; they are "taking a chance."

III. WHAT IS CENTENNIAL'S DEVELOPMENTAL PROGRAM?

A. Identification

1. At the March kindergarten registration the principal and staff present to parents the concept of school readiness; that is, the ability of the child to cope with the school environment physically, socially, emotionally, as well as academically without undue stress. The parents are asked to complete a survey form to provide information about each child (see Attachment A).

2. Following kindergarten registration, all students whose birthdays fall between June and January and those whose parent survey form indicates a need for screening will be tested by the school counselor using the Gesell Developmental Test.

3. The elementary counselors arrange to schedule a conference with parents concerning the child's test results. This is usually accomplished after the administration of the test. At this time, recommendations are made to the parents for the child's placement into one of the kindergarten program options.

4. The final decision regarding developmental placement is that of the parents.

B. Developmental Program

1. First-Year Program - Children identified as needing a two-year kindergarten program are grouped developmentally within the home school kindergarten setting for a one-half day program.

2. Second-Year Program Options

(a) One-half Day Program - students are placed in regular one-half day kindergarten program at their home school with first-year students.

(b) Full-Day Program - students are placed in District full-day kindergarten classes that may or may not be located at the student's home school. The criteria for full-day placement is based on the student's need for a full-day placement and his ability to sustain a full day program.

3. Curriculum

(a) First-Year Program - The curriculum for the first-year program has been developed to meet the following program objectives:

OBJECTIVES OVERVIEW
DEVELOPMENTAL KINDERGARTEN

I. Language-Cognitive Development

A. Oral Communication
B. Listening
C. Language Development
D. Responding to Literature

II. Motor Skills Development

A. Gross Motor Skills
B. Fine Motor Skills
C. Visual Motor Skills

III. Other Developmental Activities

A. Music
B. Art
C. Mathematics
D. Social Studies, Science and Health

IV. IS TOO MUCH EMPHASIS BEING PLACED ON A SINGLE TEST (THE GESELL SCHOOL READINESS TEST) RELEVANT TO PREDICTING A CHILD'S READINESS FOR SCHOOL?

A. No. The Gesell School Readiness Test has been used for over thirty years for predicting school readiness, and has been shown to be a highly-reliable test instrument. Fewer than 3% of Centennial kindergarten students have had their placement changed as a consequence of invalid test results.

B. In instances when students are placed in a developmental placement and perform at a level above the predicted performance, students can be moved to a regular kindergarten placement at any time during the school year. It must be noted, however, that the majority of placement changes are from regular placement to developmental at the request of parents who initially refused developmental placement for their child and, as a result of their child's lack of success, realized that developmental placement was in the best interest of their child.

V. WHAT PROBLEMS HAVE BEEN IDENTIFIED SINCE PROGRAM IMPLEMENTATION?

The problem that has been persistent over the years has been a lack of understanding of the developmental program philosophy on the part of outside nursery and pre-kindergarten center staff who provide services to many of our students prior to entry into Centennial's school program. This lack of understanding has resulted in the need for the District to provide some parents with many hours of counseling to "counter" the private school advice to parents that Centennial's developmental program is for "slow children" or children with "learning disabilities".

The District will sponsor a program orientation for area private school directors and teachers next winter for the purpose of providing private school personnel with the philosophy, background, and structure of the developmental program. Since there is high turnover among the personnel of private child-care centers, the District will provide such orientation programs on an annual basis.

VI. WHAT HAS BEEN THE PARTICIPATION IN THE DEVELOPMENTAL KINDERGARTEN PROGRAM?

The enrollment for developmental kindergarten from the 1982/83 school year is listed as follows:

FIRST-YEAR
DEVELOPMENTAL KINDERGARTEN PLACEMENTS

Year	Enrollment 1st Year Dev.	% of Developmental Placements New Entries
1982/83	190	37%
1983/84	185	31%
1984/85	207	35%
1985/86	253	42%
1986/87	221	42%

Since the final decision regarding developmental placement is that of the parents, it is evident that the program has been well accepted by the school community. This is a tribute to the efforts of many people including counselors, administration, and those who make the program work - the teachers!

VII. IS THERE ANY EVIDENCE THAT THE DEVELOPMENTAL PROGRAM IS DOING WHAT IT IS SUPPOSED TO DO?

Yes. This response is based on results from the Metropolitan Readiness Test (MRT). The MRT is a standardized test designed to provide information relevant to pupils' level of development in important pre-reading and pre-mathematics skills. The results of the MRT are commonly used for grouping, and to predict the readiness of students for academic work required in grade one.

The normative data for the MRT were obtained from a stratified random sample of school systems in the United States representing a variety of geographic regions, community sizes and socio-economic levels. The predictive validity of the MRT has been demonstrated by matching MRT results with scores from standardized achievements tests administered at the end of grade one.

In the spring of 1984/85, the MRT was administered to first-year developmental kindergarten students. The test was again administered to these same youngsters in the spring of 1985/86. These results offer dramatic testimony relevant to the success of this program.

Two-Year Developmental Kindergarten
Metropolitan Readiness Test Results for 162
Developmental Students for 1984/85 and 1985/86

	1984/85	1985/86
Pre-Reading Percentile Mean	27.5% (low)	72.8% (average)
Quantitive Stanine Mean	3.85 (low)	6.54 (average)

The test results indicate the following:

1. It can be predicted that, on the whole, these students were not likely to achieve successfully at the first grade level had they been placed in grade one in September 1985.

2. The majority of these students can be predicted to achieve successfully in first grade in 1986/87.

3. Since the primary goal of the two-year kindergarten program is to increase the probability for school success for youngsters identified as not developmentally ready to enter the regular school program, it can be inferred from the above that the program is meeting its primary goal.

WITH CROPS AND CHILDREN....YOU CAN'T RUSH THE SEASONS

By James L. Hymes, Jr., Ed. D., Chairman, Department of Childhood Education, University of Maryland, FARM JOURNAL, August 1968. Reproduced with permission.

I have a hunch that there are real similarities between growing a child and growing a crop of corn or wheat or tomatoes. People who raise living things on the farm seem naturally to rely on the same kind of wisdom it takes to be a successful parent.

Successful child-rearing does not depend so much on book knowledge, or on specific techniques, as on your whole point of view--how you feel inside. I believe that farm parents have a very special chance to acquire the right kind of viewpoint. You aren't so likely to go against nature with children, any more than you would with crops.

You aren't so likely to make the serious mistake many mothers and fathers make with their youngsters: They are constantly rushing the seasons! They are not content with the natural order of development. They yearn for the blossom when only the bud is ready.

Farmers live by the natural order. I've heard them say: "It's too cold to plant." Or "It's still too wet to plow." Or "It's too early to harvest." A farmer has to have patience. He can neither plant nor harvest any old day he feels like it. The time must be right.

TIMING ALSO IS THE HEART OF BRINGING UP CHILDREN. Whatever you wish to teach them, the time must be right. The child has to grow; he must develop body power. His organs must grow. His muscles must grow. His whole nervous system has to mature. Psychologists have a word for the state when a child has finally grown enough to be able to learn. They call it readiness. Readiness means that the time has come - now the child has grown enough for the teaching to take hold.

If you try to teach your child any lesson at all before he is ready, you have no end of trouble - just as you have headaches if you try to plant a crop before the ground is ready. But so many parents can't wait. Their impatience is one of the big reasons for the battles they have with their children over toilet training, table manners, keeping clean, caring for possessions, sitting still, sharing, not interrupting....

These accomplishments usually present no trouble if the child is ready. Trouble comes when you can't wait.

ONE WAY TO BUILD CALMNESS and the good, easy-going patience you need with children is to realize: There never is any waste season when nothing can be done. Children are always ready for something, just as there is always important and worthwhile work to do, year-round on the farm. There are fences to fix, machines to repair - and there's something you can be doing for your youngsters. Some parents seem able to think only of the eventual results they want. They want their child to get into college 12 far-off years from now. They want him to be attractive, well-groomed and well-spoken, 8 years from now. They cannot be content with the youngster they have this very moment. They can't make the most of what this child can do now; they are too frantic worrying about his future.

Every season is important. If a child can't walk yet, maybe he can crawl; and the more he crawls, the better. This is what he is ready for now. Or, if he can't crawl yet, he can go out in his carriage. The more he goes out and sees people, and hears sounds, and is stimulated by smells and noises and sights, the better. The baby is ready for his kind of learning, just as the ground is ready at some time to be plowed, harrowed or fertilized. Planting time and harvest time will come later.

To be a good parent you need to concentrate gladly on the job at hand. And you need to feel confident that a tomorrow always comes, with new tasks and greater progress. The need for this acceptance of today and confidence in tomorrow is especially important if you are a parent of a 5 or 6-year-old. For example, so many parents worry about their small child's reading. They just can't wait. They must teach him to read; they push the school to teach him.

Most 5-year-olds and many 6-year-olds simply have not grown enough to be able to learn to read. But they love being read to! They love to go places and see things with their own two eyes. Take them to the airport, bus depot or railroad station; to the store or post office. They have grown up enough to look and ask and touch and smell. They come home full of new knowledge - more than most people could get from a book.

OR HELP THESE YOUNG CHILDREN to do what they like best of all - make believe! Play-pretend is right for them <u>now</u>. They play fireman, policeman, truck driver, pilot, doctor, father, mother, new baby...and all the while they play, they are practicing their language, stretching out their attention spans, stirring up their imaginations, learning.

Play brings wonderful growth to a young child. But so many parents can't enjoy the blossoming; they spend their time worrying over "how the corn crop will turn out". Confident farmers say, "The crop is coming along fine", when at that moment the corn is only knee-high.

With children, as with crops, it doesn't pay to have eyes only for tomorrow. You feel disappointed and let down, even when you have every right to be content. It all goes back to being able to feel a bit humble and realize the nature of growth. You can't make things happen exactly when and how <u>you</u> want them to happen.

I see this with the plants and bushes around our house. If I dig up a bush and put it where I want it, and that is all I think about - where <u>I</u> want it - the bush may die. Perhaps my place has too much sunshine or not enough. The same is true of children. You have to work <u>with</u> them. You have to keep your eyes open for what makes them flourish and what withers them or dries them up.

You have to respect children's interests. What a child does persistently, time and time again, has significance. The things he constantly turns to - or what he always rejects - are the important signals. You cannot see inside your child to know exactly how much his organs and muscles and nervous system have grown. The surest way of getting at his inside growth is to watch his behavior - what he thoroughly and fully gives himself to is what he is ready for.

A child's deep interest in something is the best signal you can get that he's ready to learn about it. You can help him, right now; but not by fixing your eyes on his far future, not by comparing him with the neighbor's precocious 5-year-old, and not by looking in the rule book for what to expect just when.

Watch your child, see what he seeks, respect what he reaches for - the way you respect all growth. If you help him this way, he'll grow well today - and he'll do well tomorrow.

(Dr. Hymes is author of many books for parents and teachers, including BEFORE THE CHILD READS, BEHAVIOR AND MISBEHAVIOR, EFFECTIVE HOME-SCHOOL RELATIONS, A CHILD DEVELOPMENT POINT OF VIEW, THE CHILD UNDER SIX, and TEACHING THE CHILD UNDER SIX.)

SOMETHING TO THINK ABOUT

I remembered one morning when I discovered a cocoon in the bark of a tree, just as the butterfly was making a hole in its case and preparing to come out. I waited a while, but it was too long appearing and I was impatient. I bent over it and breathed on it to warm it. I warmed it as quickly as I could and the miracle began to happen before my eyes, faster than life. The case opened, the butterfly started slowly crawling out and I shall never forget my horror when I saw how its wings were folded back and crumpled, the wretched butterfly tried with its whole trembling body to unfold them. Bending over it, I tried to help it with my breath. In vain - it needed to be hatched out patiently and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear, all crumpled, before its time. It struggled desperately and, a few seconds later, died in the palm of my hand.

That little body is, I do believe, the greatest weight I have on my conscience. For I realize today that it is a mortal sin to violate the great laws of nature. We should not hurry, we should not be impatient, but we should confidently obey the eternal rhythm.

Taken from Zorba the Greek

I'm a bright November boy
School for me is not a joy.
How I dread to hear the bell
How I pray for old Gesell.
Dr. Ilg please rescue me
From this shame and misery!

Teacher thinks I'm rather slow
I just need more time to grow!
Next to me sits prissy Pearl
Teacher's "good" December girl.
Pearl just loves her A.B.C.'s
Wants to learn to make her threes.
I prefer the trucks and water
N Teacher doesn't think I oughter.

O Johnny March who really shines
Colors well within the lines.
V April Smith can print her name
In big round letters all the same.
E Teacher says that I don't try
All I do is blink one eye.
M She thinks that I'm not too bright
I still mix my left and right!
B

I'm a bright November boy
E School for me is not a joy.
How I dread to hear the bell
R How I pray for old Gesell.
Dr. Ilg please rescue me
From this shame and misery!

B "Teacher" says I should listen more
And spend less time upon the floor.
O I can sing, and march, and play,
I can paint, but not her way!
Y I made a person, red and blue
With lots of hair and buttons too!
It was good, but what the heck!
All she said is "Where's the neck?!

Teacher's getting rather riled
Thinks that I'm a stubborn child.
Hopes that I don't have a brother
Says she couldn't stand another!
Warns if I don't pay attention
She is thinking of retention.
Those threats of hers, they thrill me so
Now I'll have some time to grow!

Teacher, young as I may be
I know some biology.
Birds and bees aren't celibate
And as long as people mate
There will always be November boys
Looking forward to school joys.
Teacher, hurry to Gesell
Don't make all their lives a hell!

ADVERTISEMENT

WHERE WE STAND

By Albert Shanker, President
American Federation of Teachers

Danger Signs in Early School Start

Restructuring for Readiness Needed

Whenever students fail, there is no shortage of blame placing. Students often blame teachers while teachers often blame students, their families, television, drugs, etc. One thing that's rarely done is to see whether the fault lies with the way the schools are structured and organized.

At the end of every summer, millions of new students enter school for the first time. We know that those starting in kindergarten are "five-year-olds" and those in first grade are "six-year-olds." But, in reality, each of these groups of students contains a huge age spread. Some in each grade are a full year younger than others in the same class. Since schools, for the most part, only admit students once a year, a cutoff date is established which determines which youngsters are to enter. The students must enter at the beginning of the year because, as soon as school starts, the lessons begin. If a pupil starts a few months later, he or she will have missed all that went on before and it might be impossible to understand what's going on in class or to catch up.

Pupils in the same class are constantly compared to each other. But at the age of five or six, the one year age span that exists in each class makes a tremendous difference. The older children get constant feedback which tells them that they are stronger, bigger, faster, smarter while the youngest children in the class get the opposite messages. A recent article in the September, 1985 issue of *Educational Leadership*, "Pupil Age at School Entrance—How Many Are Ready for Success?" written by education professor James K. Uphoff and psychologist June Gilmore, argues that many of the younger children in the class will do poorly throughout their school careers because they started too early.

Uphoff and Gilmore summarize the results of the available research:

- "The chronologically older children in a grade tend to receive many more above-average grades than do younger children in that grade.
- "Older children also are much more likely to score in the above-average range on standardized achievement tests.
- "The younger children in a grade are far more likely to have failed at least one grade than are older children.
- "The younger children in a grade are far more likely to have been . . . diagnosed as being learning disabled than are older students in a grade.
- "The academic problems of younger children who were developmentally unready at school entrance often last throughout their school careers and sometimes even into adulthood."

The authors cite a 1985 Nebraska elementary school study which shows that 75 percent of the "failure population" were students whose birthday occurred in the summer before they entered school, making them the youngest in their class. By contrast, there were no failures among summer birthday students whose entrance to school was delayed a year.

Another interesting point made in this study is that those who entered school at an earlier age had higher IQs but poorer achievement than those who started out later. Uphoff and Gilmore conclude that "the less bright but older and developmentally more mature pupils were able to do more with the ability they had than were the brighter, younger students." Other studies going back to 1955 support the authors' conclusions.

The evidence seems clear: Bright youngsters may do poorly throughout their school careers because of their early start. Less bright students who start later may do well because of their increased maturity.

What can be done? Some states have changed the cutoff date for school entrance. Other school systems use a screening process to find out which children are ready for school. Parents themselves could hold their unready children "for another year before entering them in school. The right kinds of preschool or head start programs (play emphasized) and good home enrichment experiences are often helpful and prevent undue stress, frustration, and failure." Schools could delay the start of reading and math instruction until "all the children are older (and many more are ready). . . ." Schools could place all entering students in an upgraded primary class which would include children over a three or four year age span working individually or in small groups on those parts of the curriculum for which they were ready. Schools might go back to the old procedure of organizing on the basis of semesters so that students could be admitted twice a year and more closely age and/or ability matched. A year-round quarterly system would be even better for this purpose.

Much of school reform has focused on incentives and requirements for teachers and students. It's time we also paid attention to how we could do better by changing some of the ways we do things.

DAVIS ELEMENTARY SCHOOL

Principal - Dr. Lawrence Belli 364-5970
Guidance - Mr. William McIlhenney 364-5972

HART ELEMENTARY SCHOOL

Principal - Mr. James Eschbach 441-6061
Guidance - Mrs. Eileen Behrens 441-6059

LEARY ELEMENTARY SCHOOL

Principal - Mr. John Dietz 441-6066
Guidance - Mrs. Joan Karr 441-6067

LONGSTRETH ELEMENTARY SCHOOL

Principal - Mrs. Sherry V. Weinberg 441-6087
Guidance - Mrs. Nanci Remmey 441-6088

McDONALD ELEMENTARY SCHOOL

Principal - Mr. Joseph Fliszar 441-6157
Guidance - Mrs. Annelle Ashcraft 441-6149

STACKPOLE ELEMENTARY SCHOOL

Principal - Mr. Charles Loughery 364-5980
Guidance - Miss Mary Ellen Cannon 364-5982

WILLOW DALE ELEMENTARY SCHOOL

Principal - Mr. Michael Webb 441-6093
Guidance - Mrs. Joan Furlow 441-6092

CENTENNIAL SCHOOL DISTRICT

TWO-YEAR KINDERGARTEN PROGRAM
QUESTIONS ASKED BY PARENTS

...When children are ready, they will
be born
crawl
walk
talk
read
write

CENTENNIAL SCHOOL DISTRICT

TWO-YEAR KINDERGARTEN PROGRAM

QUESTIONS AND ANSWERS

"Is the Two-Year Kindergarten Program for my child?"
"It is for the child who is young or developmentally 'not ready' for the regular school program."

"What does *developmental* mean?"
"*Developmental* refers to the following important factors concerning a child's growth.

- Each child has his own rate and pattern of growth. All children develop differently.
- Children grow in an orderly, structured and predictable manner that cannot and should not be forcibly altered by outside influences.
- Children need to be accepted and respected as unique individuals. Their physical, social, emotional and intellectual components depend upon and support one another.
- Readiness to perform a task is dependent upon the maturational make-up of the child. When the child is 'ready', he will more easily succeed in school."

"How are children selected for the program?"
"Gesell test results and the test examiner's recommendation are used to identify children for the program."

"What is the Gesell test?"
"It is a standerized test that measures the child's developmental age."

"How the does the school determine who is to be given the Gesell test?"
"All children registered for kindergarten with birthdates from June 1 to January 31 will be tested. Other children may be tested if recommended for testing by the parent."

"If my child is recommended for the Two-Year Program, does it mean that he will be repeating the same work?"
"The first year's work will include activities which develop large muscle coordination, social skills, and emotional growth. The second year's work will include activites of the regular kindergarten program."

"If my child is selected for the program, does that mean that he is a slow learner?"
"Probably not. While each child's ability is different, the *large majority* of students selected for the program are of average or above potential."

"Without quoting a lot of educational jargon, what is the real advantage of the Two-Year Program?"
"The advantage is to provide your child with the opportunity to develop and mature, thus increasing your child's chances for success in the school program."

"If selected for the program, will my child attend his home school?"
"Your child will attend his home school during the first year of the Two-Year Program as well as the second year if he is recommended for the ½ day regular kindergarten class. If your child is assigned to the full-day second-year kindergarten program, he may be placed in another school."

"May I keep my child home for another year and then enter him in Kindergarten the following year?"
"Yes. This is another option open to parents following a discussion of test results between the parent and school counselor or principal."

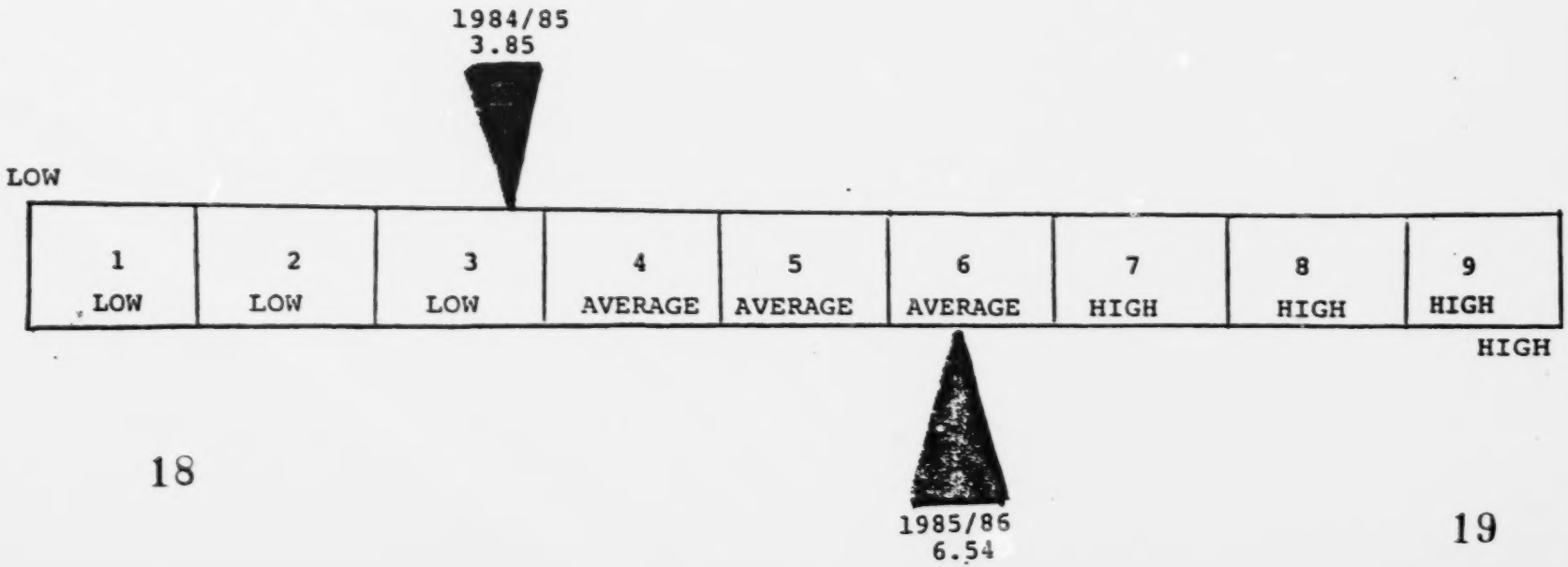
"Where can I get additional guidance and information concerning the program?"
"Your school's counselor and/or principal will be happy to talk with you about your questions or concerns. They can be reached at the phone numbers on page 4."

1985/86

SECOND YEAR KINDERGARTEN

METROPOLITAN READINESS TEST RESULTS

QUANTITATIVE STANINE RESULTS



STANINE

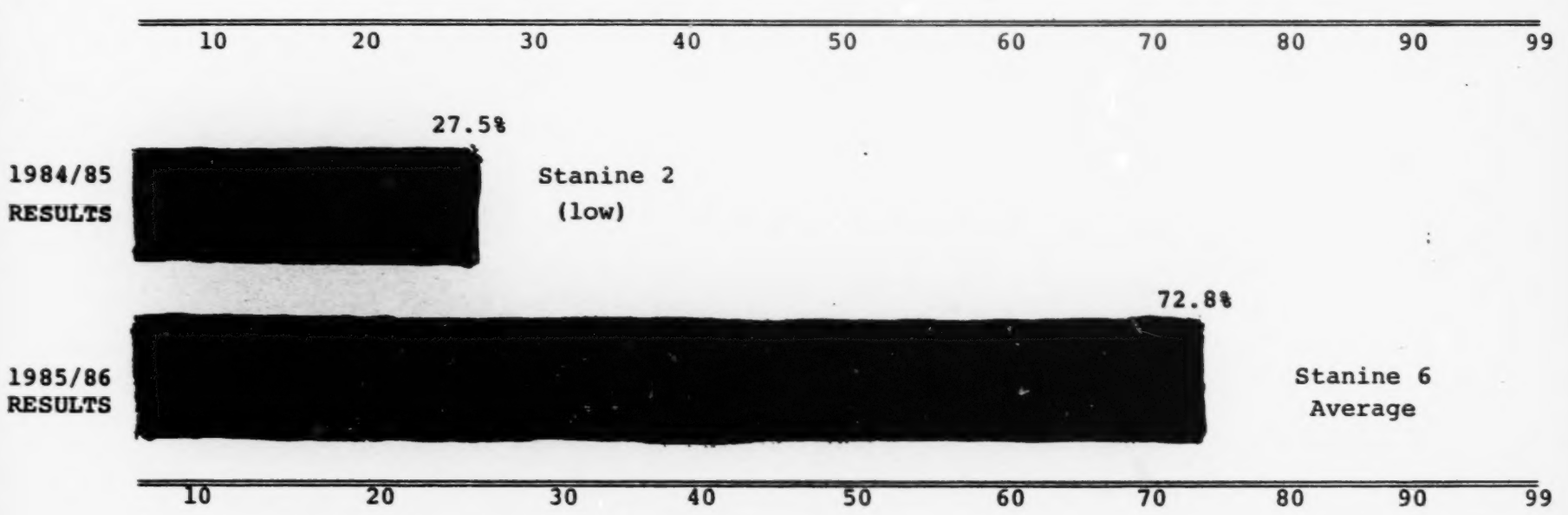
18

19

SECOND YEAR KINDERGARTEN

METROPOLITAN READINESS TEST RESULTS

Pre-Reading Percentiles



June 8, 1987

CENTENNIAL SCHOOL DISTRICT
Warminster, PA 18974

TWO-YEAR DEVELOPMENTAL KINDERGARTEN STUDY

When the Centennial School Board approved the Developmental Kindergarten program commencing in September 1982, the Board requested that on-going studies be conducted to verify program effectiveness.

Until this year, the only available data was the Metropolitan Readiness Test (MRT) results for students involved in the two-year program. Beginning this school year, however, additional information is available for study and review. Pennsylvania's Test for Essential Learning and Literacy Skills (TELLS) and the Comprehensive Test of Basic Skills results can now be analyzed and certain assumptions made as a result of this review.

I. TELLS Results for Grade 3: Percent of Students Who Qualify For Remedial Help

	Reading	Math
1984/85	20%	13%
1985/86	17%	13%
1986/87 *	12%	7%

II. CTBS Results for Grade 2: National Norm Means

	Reading	Language Arts	Math
1981/82	57%	59%	49%
1982/83	54%	60%	53%
1983/84	59%	67%	55%
1984/85	62%	68%	59%
1985/86 *	65%	73%	62%
1986/87 **	76%	75%	87%

* Initial Group of Developmental Students
** Second Group of Developmental Students

III. Metropolitan Readiness Test Results (MRT)

The Metropolitan Readiness Test results continue to demonstrate dramatic growth in readiness for two-year developmental students. The 1985/86 - 1986/87 results replicate the results reported last year for the 1984/85 - 1985/86 students.

The Metropolitan Readiness Test (MRT) is a standardized test designed to provide information relevant to pupil's level of development in important pre-reading and pre-mathematics skills. The results of the MRT are commonly used for grouping, and to predict the readiness of students for academic work required in grade one.

The normative data for the MRT were obtained from a stratified random sample of school systems in the United States representing a variety of geographic regions, community sizes and socio-economic levels. The predictive validity of the MRT has been demonstrated by matching MRT results with scores from standardized achievement tests administered at the end of grade one.

CHART A

Two-Year Developmental Kindergarten
Metropolitan Readiness Test Results for 162
Developmental Students for 1984/85 and 1985/86

	1984/85	1985/86
Pre-Reading Percentile Mean	27.4% (low)	72.8% (average)
Quantitive Stanine Mean	3.85 (low)	6.54 (average)

CHART B

Two-Year Developmental Kindergarten
Metropolitan Readiness Test Results for 203
Developmental Students for 1985/86 and 1986/87

	1985/86	1986/87
Pre-Reading Percentile Mean	26 % (low)	68.9 % (average)
Quantitive Stanine Mean	3.9% (low)	6.37% (average)

The MRT results indicate the following:

1. It can be predicted that, on the whole, these students were not likely to achieve successfully at the first grade level had they been placed in grade one without a two-year program.

2. The majority of these students can be predicted to achieve successfully in first grade.

3. Since the primary goal of the two-year kindergarten program is to increase the probability for school success for youngsters identified as not developmentally ready to enter the regular school program, the two-year program is achieving this objective.

IV. Two-Year Developmental Kindergarten Program Enrollment

	Year 1 1/2 Dev. K	Year 2 Full-Day
1982/83	190	N/A
1983/84	185	75
1984/85	207	75
1985/86	253	71
1986/87	221	84

V. Comment: The information presented in this document speaks for itself. The TELLS and CTBS results show a significant change of direction in terms of student achievement. Obviously, one cannot attribute this change to only the Two-Year Developmental Program; a change of math textbook, writing workshops, EEI, and other factors have had positive impact on our school program. It is obvious, however, that the District is moving in a positive and productive direction.

In addition to the issue of achievement, the participation of thirty-five to forty percent of new kindergarten entries into the Two-Year Developmental Kindergarten Program provides evidence that the program has been well-accepted by parents.